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Videos for Wisconsin Child Care Providers to Borrow:

CURRICULUM : APPROACHES & THEORIES

This list is divided into the following sections: general topics; Creative Curriculum®; emergent curriculum; High/Scope; Montessori; Reggio Emilia; theories of early learning.

Go to <http://dpi.wi.gov/ccic> and click on the tab **Our Library** for borrowing procedures and a searchable online catalog of all CCIC's audiovisual resources and books.

CARING FOR MIXED-AGE GROUPS IN CHILD CARE HOMES AND CENTERS. (Caring for Children, Tape 6.) Produced by Walter (Chip) Donohue and Jim Shaw, UW-Extension. Madison, WI: UW Board of Regents, 1991. VHS, 30 min.

Meet providers who are advocates of mixed-age groupings and have years of experience providing high-quality care for mixed-age groups.

CARING FOR PRESCHOOLERS IN CHILD CARE HOMES AND CENTERS. (Caring for Children, Tape 4.) Produced by Walter (Chip) Donohue and Jim Shaw, UW-Extension. Madison, WI: University of Wisconsin Board of Regents, 1991. VHS, 30 min.

Focuses on children between the ages of three and six. Topics include: developmentally appropriate practice, cooperative learning, integrated curriculum, dramatic play, language, movement and music experiences.

CHILDREN AT WORK. Lubbock, TX: Creative Educational Video, 1997. VHS, 48 min. + study guide.

This video focuses on children's abilities and on environments to support their development. Emphasizes discovery and social development as important aspects of play. Part 1 illustrates major skills from birth to age 5. Part 2 describes ten learning centers and shows how each one contributes to children's learning and development. Part 3 is a quiz.

COME JOIN IN! : GUIDELINES FOR SUCCESSFUL GROUP TIMES. Portland, OR: Educational Productions Inc., 1990. VHS, 30 min. + viewer's guide + facilitator's guide.

Watch experienced preschool and kindergarten teachers lead group time activities that engage and delight children. At least one activity is shown to demonstrate each of the three key guidelines teachers use to plan

and lead successful group times: 1) choose appropriate activities that meet the group's needs, 2) create a safe, supportive group environment, and 3) make all activities interactive.

CREATIVITY AND PLAY. (The Whole Child: A Caregiver's Guide to the First Five Years, Tape 11.) By Joanne Hendrick. South Burlington, VT: Annenberg/CPB Project, 1997. VHS, 27 min. + faculty guide.

Fostering creativity in children from birth to age five. The relationship of creativity to self-worth and self-expression.

DESIGNING DEVELOPMENTALLY APPROPRIATE DAYS. (Indiana's Child Care Collection.) Washington, DC: NAEYC, 1994. VHS, 29 min.

The fundamentals of developmentally appropriate practice for all children are demonstrated. Tape shows us how to consider the child, the environment, and adult/child interactions when planning curriculum.

DEVELOPING EFFECTIVE TEACHING TECHNIQUES AND STRATEGIES. (Caring for Children, Tape 10.) Produced by Walter (Chip) Donohue and Jim Shaw, UW-Extension. Madison, WI: UW Board of Regents, 1991. VHS, 30 min.

Easing transitions from home to child care, using "plan, do, review," giving children freedom to explore and discover, organizing with color baskets, learning from everyday activities, developing problem-solving skills, using transitions as learning time, and much more.

FOUNDATIONS FOR YOUNG CHILDREN TO THE INDIANA ACADEMIC STANDARDS. Muncie, IN: Ball State University, 2002. VHS, 48 min.

This video focuses on language arts, math, and science standards for typical children and children who are gifted and talented, have special needs, or are not yet proficient in English. It shows specific skills and concepts; ways young children demonstrate emerging skills; examples of instructional strategies adults can use; and ideas for creating environments that enhance children's ability to learn.

I'M GLAD I'M ME. (The Whole Child: A Caregiver's Guide to the First Five Years, Tape 5.) By Joanne Hendrick. South Burlington, VT: Annenberg/CPB Project, 1997. VHS, 27 min. + faculty guide.

Developing self-esteem in young children from birth to age five. Recognizing children's accomplishments and offering opportunities for individual choice.

LOOKING AT THE BASICS OF DEVELOPMENTALLY APPROPRIATE PRACTICE. Washington, DC: Distributed by the National Association for the Education of Young Children, 2006. VHS, 41 min. + 99-page book **Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Children 3 to 6.**

Explains and illustrates the basics concepts of developmentally appropriate practice in simple, memorable ways for students at a beginner's level.

TEACHING THE WHOLE CHILD IN THE KINDERGARTEN. Washington, DC: NAEYC, 1991. VHS, 27 min.

Two teachers, one in a private school and one in an inner city public school, show us their kindergartners in action and explain their views on relationships, the learning environment, curriculum, classroom management, assessment, and parent involvement--all based on respect for children, knowledge of child development, and dedication to the development of the whole child.

YOUR PRESCHOOL CLASSROOM COMPUTER CENTER: HOW DOES IT MEASURE UP? Macomb, IL: Center for Best Practices in Early Childhood Education, Western Illinois University, 2001. VHS, 23 min.

This video suggests ten questions as guidelines for teachers who are trying to make the computer center an integral part of their classroom, and stresses how the teacher manages, or allows the children to manage, the computer center.

THE CREATIVE CURRICULUM®

CARING AND LEARNING. Washington, DC: Teaching Strategies, Inc., 1991. VHS, 23 min. + user's guide.

Four family child care providers of differing backgrounds and means show how to provide developmentally appropriate programs and high-quality care in warm, loving environments. Caregivers arrange activities for children in nine different areas: blocks, toys, art, cooking, books, dramatic play, sand and water play, music and movement, outdoors.

CELEBRATING LANGUAGE AND LITERACY FOR INFANTS, TODDLERS & TWOS: STRATEGIES FOR EARLY LANGUAGE AND LITERACY DEVELOPMENT. Washington, DC: Teaching Strategies, Inc., 2008. **DVD**, 43 min. + user's guide (155 p.)

Includes two video programs developed as part of the StoryQUEST project at Sonoma State University: *Celebrating Language and Literacy for Infants, Toddlers & Twos* (11 min.) and *Strategies for Early Language and Literacy Development* (32 min.). Discusses how to help infants and toddlers develop early literacy skills. The user's guide explains how to use the videos in professional development and family workshops.

CREATIVE CURRICULUM FOR EARLY CHILDHOOD. Washington, DC: Teaching Strategies, Inc., 1988. VHS, 37 min. (*Creative Curriculum for Preschool in Action* includes this video in **DVD** format.)

Describes seven activity areas--blocks, house corner, table toys, art, water and sand, library corner, and outdoors--and shows how teachers can enhance children's learning through play in each of the areas.

CREATIVE CURRICULUM FOR PRESCHOOL IN ACTION. Washington, DC: Teaching Strategies, Inc., 2007. **DVD**, 120 min. + user's guide (70 p. English and 72 p. Spanish) + 1 bonus DVD (*Creative Curriculum for Early Childhood*).

Provides an in-depth examination of *The Creative Curriculum for Preschool* and shows how teachers use the Creative Curriculum to guide their thinking and decision making about teaching and learning. After a brief introduction from Diane Trister Dodge, eight 10- to 20-minute segments delve into the learning environment, a day in the life of the Creative Curriculum preschool classroom, intentional teaching in prekindergarten, planning for literacy, planning for mathematics, integrating learning through studies, using *The Creative Curriculum Developmental Continuum for Ages 3-5* to observe and assess children's learning, and building partnerships with families. Filmed in a variety of Head Start and child care settings, segments may be used at parent workshops and for ongoing teacher study groups. A bonus DVD consists of the original 1988 version of the *Creative Curriculum for Early Childhood* in its entirety.

OBSERVING YOUNG CHILDREN: LEARNING TO LOOK, LOOKING TO LEARN. Washington, DC: Teaching Strategies, Inc., 1995. VHS, 28 min. + trainer's guide.

Observation--as distinguished from opinion or judgement--is the basis of everything early childhood educators do. This video gives new and experienced staff the skills to learn about individual preschoolers

and kindergartners, measure children's progress, and evaluate their program. The narrator walks the viewer through practice observations, and the guide gives sample forms.

ROOM ARRANGEMENT AS A TEACHING STRATEGY. 4th ed. Washington, DC: Teaching Strategies, Inc, 2003. VHS or **DVD**, 24 min. + guide.

A well-ordered classroom promotes learning, helps build a classroom community, and frees teachers to observe and interact with children in positive ways. This completely updated video presents ideas for arranging preschool classrooms to purposefully communicate powerful messages to children, messages such as: "this is a good place to be", "you belong here", "this is a place you can trust", "there are places where you can be by yourself when you want to", "you can do things on your own here", and "this is a safe place to explore and try out your ideas."

EMERGENT CURRICULUM

CHILDREN AT THE CENTER: REFLECTIVE TEACHERS AT WORK. By Margie Carter. Seattle, WA: Harvest Resources, 1997. VHS, 24 min. + trainer's guide + book **Reflecting Children's Lives** (205 p.)

A fascinating and challenging firsthand look at how teachers in two early childhood programs have begun to shift their thinking and practice to become more authentically child-centered.

A CHILDREN'S JOURNEY: INVESTIGATING THE FIRE TRUCK. New York: Teachers College Press, 2000. VHS, 45 min.

This tape begins with an introduction to young children's projects by Lilian Katz and Judy Helm. Then Pam Scranton, a teacher in a community early childhood program, uses actual classroom footage to bring to life the experiences of her group of preschoolers as they investigate and create representations of the community fire truck over a one-month period. This project is also described in Chapter 7 of the book *Young Investigators: the Project Approach in the Early Years*.

GROWING MINDS. (The Whole Child: A Caregiver's Guide to the First Five Years, Tape 13.) By Joanne Hendrick. South Burlington, VT: Annenberg/CPB Project, 1997. VHS, 27 min. + faculty guide.

Developing thinking and reasoning skills in children from birth to age five. Two approaches to developing mental ability: the conventional approach and what is currently known as emergent curriculum.

AN IDEA BLOSSOMS: INTEGRATED CURRICULUM. (The Early Childhood Program: A Place To Learn And Grow, Tape 5.) Washington, DC: NAEYC, 1996. VHS, 31 min.

Shows how teachers successfully use an integrated curriculum to meet individual children's needs in programs serving children ages three through eight in public schools and other settings. Examines the group planning technique of webbing, and brings to life such concepts as learning domains, learning styles, zones of learning, and emergent curriculum.

PROJECT APPROACH: TAKING A CLOSER LOOK. By Sylvia C. Chard. Distributed by NAEYC, 2000?. **CD-ROM**.

This CD-ROM presents accounts of seven projects illustrated by photographs of work in progress and samples of children's work.

SETTING SAIL: AN EMERGENT CURRICULUM PROJECT. By Margie Carter. Seattle, WA: Harvest Resources, 1997. VHS or **DVD**, 19 min. + viewer's guide.

This video--a sequel to *Children at the Center*--is the story of one in-depth, long-term emergent curriculum project that teachers undertook with preschoolers. The project focused on the sailing and sinking of the Titanic and began when a child came to the center singing a song about the Titanic he had learned from his dad.

STARTING AT SQUARE ONE. By Bev Bos. Roseville, CA: Turn-the-Page Press, 1994. VHS, 38 min.

Master teacher and director Bev Bos' goal at the Roseville Community Preschool is to establish an environment where kids will get memories that will sustain them all their lives. This tape shows Bev in action as she shares her core beliefs about creative curriculum and what childhood really is.

THINKING BIG: EXTENDING EMERGENT CURRICULUM PROJECTS. Seattle, WA: Harvest Resources, 1999. VHS or **DVD**, 26 min.

This video--a sequel to **Children at the Center** and **Setting Sail**--offers a look at how teachers in an early childhood program discover emergent curriculum themes in children's play and extend them into in-depth project work. It shows how to set the stage with a flexible environment and schedule, adapt the Reggio approach, and use documentation to extend a project and make children's learning visible.

HIGH/SCOPE

ADULT-CHILD INTERACTIONS: FORMING PARTNERSHIPS WITH CHILDREN. By Mary Hohmann. Ypsilanti, MI: High/Scope Press, 1996. VHS, 60 min. + viewer's guide.

Teachers at High/Scope's demonstration preschool interact as partners with children throughout the daily routine. Part 1 uses two classroom scenes to introduce interaction strategies. Part 2 shows 11 more scenes without commentary to encourage viewer analysis and discussion.

CLASSIFICATION, SERIATION & NUMBER. Ypsilanti, MI: High/Scope Press, 2002. VHS or **DVD**, 52 min. + guide.

This program illustrates and describes the 13 math-related key experiences grouped under classification, seriation, and number.

CREATIVE REPRESENTATION. Ypsilanti, MI: High/Scope Press, 1999. VHS or **DVD**, 40 min. + viewer guide + booklet.

Preschool children represent their experiences through imitation, pretending, drawing, painting, and model-making. This tape explains the six High/Scope key experiences in creative representation and shows how to help children develop creative and critical thinking skills through art activities.

EVALUATING PRESCHOOL EDUCATION. Princeton, NJ: Films for the Humanities & Sciences, 1997. VHS, 25 min.

An exhaustive study offers some surprising statistics about whether preschool programs really provide the educational advantages their proponents claim. The High/Scope Perry Preschool Study followed 125 African-American students over a period of 25 years. While the preschool students appeared to benefit

on a short-term basis, by third grade little difference in academic prowess was perceived. But by age 15 the preschool students again showed significant academic improvement over non-preschoolers.

THE HIGH/SCOPE APPROACH FOR UNDER THREES. U.S. edition. Ypsilanti, MI: High/Scope Press, 1999. VHS, 67 min.

This video introduces the High/Scope approach, and for three different age groups of children under three--heads up and lookers, crawlers and cruisers and walkers, and doers and testers--it gives information on the learning environment, choosing and doing, adult/child interactions, and key experiences. Includes an observation exercise for viewers to practice noticing the key experiences for each of the three developmental levels.

THE HIGH/SCOPE APPROACH TO ELEMENTARY EDUCATION. Ypsilanti, MI: High/Scope Press, 1996. VHS, 6 min.

An introductory overview of the HighScope approach to elementary curriculum. Intended audience includes teachers, teacher trainers, administrators and parents.

THE HIGH/SCOPE CURRICULUM: ITS IMPLEMENTATION IN FAMILY CHILDCARE HOMES. Ypsilanti, MI: High/Scope Press, 1989. VHS, 19 min.

Three family day care homes are visited to show High/Scope teaching strategies, the plan-do-review process, room arrangement, daily routine, and small group time. Caregivers encourage children to think for themselves, solve problems, help each other, learn from self discovery, become more independent, develop a high sense of self-esteem, and find education exciting.

THE HIGH/SCOPE DAILY ROUTINE. Ypsilanti, MI: High/Scope Press, 2007. VHS or **DVD**, 42 min. + viewer guide.

High/Scope teachers give preschoolers a sense of control over the events of the day by planning a consistent daily routine that enables the children to anticipate what happens next. Central elements of the preschool daily routine include the plan-do-review sequence, small- and large-group times, greeting time, and outside time.

HIGH/SCOPE FOR CHILDREN WITH SPECIAL NEEDS: A DEVELOPMENTAL APPROACH. Ypsilanti, MI: High/Scope Press, 2005. VHS or **DVD**, 60 min. + viewer's guide.

Shows that children with special needs can be eager, successful learners in High/Scope classrooms. In sequences from several inclusive settings, High/Scope teachers model the process of incorporating key learning experiences and IEP (Individual Education Plan) goals within the daily routine. Illustrates the five High/Scope principles: active learning, supportive adult-child interaction, a stimulating learning environment, a daily routine, and assessment.

HIGH/SCOPE PERRY PRESCHOOL STUDY AT AGE 27. By David P. Weikart. Ypsilanti, MI: High/Scope Press, 1993. VHS, 26 min.

The Perry Preschool Project's principal investigators describe their methodology and their most recent project findings, one of which is that, for every \$1 spent on the Perry Preschool Project, \$7.16 in benefits had been realized by the time the participants were 27.

HOW ADULTS SUPPORT CHILDREN. Ypsilanti, MI: High/Scope Press, 1997. 3 VHS, approx. 20 min. videocassettes + guides.

These tapes show veteran teachers in action supporting children throughout the day in High/Scope's demonstration preschool.

Tape 1. HOW ADULTS SUPPORT CHILDREN AT PLANNING TIME

How to engage a group of children in the planning process, encourage children to make their plans as complete as possible, converse with both verbal and nonverbal planners, and much more.

Tape 2. HOW ADULTS SUPPORT CHILDREN AT WORK TIME

How to check the status of children's plans, observe children's interactions, participate appropriately in children's play, converse with children as they play.

Tape 3. HOW ADULTS SUPPORT CHILDREN AT RECALL TIME

How to provide materials and experiences to maintain children's interest, talk with individual children about their work time experiences, anticipate changes in the way children recall over time, and much more.

THE INDOOR AND OUTDOOR LEARNING ENVIRONMENT. Ypsilanti, MI : HighScope Educational Research Foundation, 2008. **DVD**, 40 min. + viewer guide.

Examples from a variety of High/Scope settings show how adults can foster children's initiative and creativity through a supportive learning environment both indoors and out. Teachers choose materials, arrange and rearrange different interest areas, and use labeling and storage systems that allow children to easily find, use, and return the materials they need for active learning.

INITIATIVE & SOCIAL RELATIONS. Ypsilanti, MI: High/Scope Press, 2002. VHS or **DVD**, 58 min. + viewer guide + booklet.

Describes and illustrates the nine key experiences in initiative and social relations which help children develop into socially competent individuals. Includes unnarrated video scenes to promote discussion.

INVOLVING FAMILIES IN ACTIVE LEARNING SETTINGS. Ypsilanti, MI: High/Scope Press, 2001. VHS, 23 min.

Discusses 12 strategies for creating an environment that welcomes family members and is accepting of each child's family experiences and culture.

IT'S MINE! : RESPONDING TO PROBLEMS AND CONFLICTS. Ypsilanti, MI: High/Scope Press, 2003. VHS or **DVD**, 40 min. + guide.

Provides strategies caregivers can use to respond sensitively and positively to infants' and toddlers' social conflicts. Includes strategies for problem prevention, positive limit-setting, and resolving conflicts to help children begin to develop important social, language, and reasoning abilities.

LANGUAGE AND LITERACY. Ypsilanti, MI: High/Scope Press, 2000. VHS or **DVD**, 60 min. + viewer guide + booklet.

A description of the six High/Scope key experiences in language and literacy is followed by five scenes without narration which viewers can use to practice identifying the key experiences and the strategies adults use to respond to children's play ideas in ways that help the children develop language and literacy.

LARGE-GROUP TIME FOR ACTIVE LEARNERS. Ypsilanti, MI: High/Scope Press, 2006. VHS or **DVD**, 53 min. + viewer guide.

With sequences from large-group times at the High/Scope Demonstration Preschool, this program lets you watch High/Scope teachers plan, implement, and review a variety of engaging large-group activities that give children opportunities to make choices while participating in developmentally important experiences. The teachers also discuss how to adapt activities for children with special needs so that all children can be successful, active learners.

MOVEMENT AND MUSIC. Ypsilanti, MI: High/Scope Press, 2004. VHS or **DVD**, 80 min. + viewer guide + 43-page book.

Fun-filled activities illustrate eight movement-related key experiences and six music-related key experiences through which children develop steady beat competence, physical coordination, concentration, and the ability to process information and act on it. Covers teaching strategies for group times, transition times, and spontaneous play. Includes unnarrated video clips of the strategies in use.

MOVING PAST PRAISE: SUPPORTING CHILDREN WITH ENCOURAGEMENT. Ypsilanti, MI. : High/Scope Press, 2008. **DVD**, 25 min. + viewer guide.

Explains why encouragement is more effective than praise in improving children's self-worth and self-esteem. In real classroom examples, teachers demonstrate three strategies to move from praising children to encouraging them: participate in children's play; encourage children to describe their efforts, ideas, and products; acknowledge children's work and ideas by making nonjudgmental descriptive comments.

THE PLAN-DO-REVIEW PROCESS. Ypsilanti, MI: High/Scope, 1989. VHS, 20 min.

Teachers and children show how to get the most out of the plan-do-review process. Children become competent decision-makers when encouraged to make choices and plans on a daily basis during "planning time," and then carry them out with teachers' support during "work time," and review them during "recall time."

SETTING UP THE LEARNING ENVIRONMENT. Ypsilanti, MI: High/Scope Press, 1992. VHS, 23 min.

Covers both basic principles and concrete strategies needed to plan play space for preschoolers in classrooms, centers, and day care homes. Takes you step by step through the process of dividing your space into defined areas, stocking the areas with many choices of materials, and planning child-accessible storage for the materials.

SMALL-GROUP TIMES FOR ACTIVE LEARNERS. Ypsilanti, MI: High Scope/Press, 2007. **DVD**, 42 min. + viewer guide.

Sequences from a variety of High/Scope settings show sources of ideas for small-group time, types of materials to use and how to organize them, and strategies teachers employ to support the individual ways in which children use materials.

SPACE AND TIME. Ypsilanti, MI: High/Scope Press, 2004. VHS or **DVD**, 44 min. + viewer guide + 41-page book.

Illustrates ten math-related key experiences grouped under space and time. These key experiences are a framework for encouraging meaningful activities that help young children expand their math skills and their understanding of math concepts. Includes such activities as filling and emptying, observing people, places, and things from different spatial viewpoints, starting and stopping an action on signal, and experiencing and comparing time intervals.

SUPPORTING CHILDREN IN RESOLVING CONFLICTS. Ypsilanti, MI: High/Scope Press, 1998. VHS or **DVD**, 24 min. + guide.

This video teaches six problem-solving steps adults can use to help preschool children resolve conflicts successfully and at the same time learn social, language, and cognitive skills they will use throughout their lives. The problem-solving process is demonstrated with real scenes of successful conflict resolution from a New York City Head Start Center and from the High/Scope Demonstration Preschool.

SUPPORTING CHILDREN'S ACTIVE LEARNING: TEACHING STRATEGIES FOR DIVERSE SETTINGS. Ypsilanti, MI: High/Scope Press, 1989. VHS, 13 min.

Classroom scenes show three supports adults can use with active learners: environmental, non-verbal, and verbal support. Many specific teaching techniques are suggested to demonstrate to children that they are capable, to help children think about their discoveries, and to model behaviors children can use in future situations.

MONTESSORI

THE CHILD IN NATURE. Burton, OH: North American Montessori Teachers' Association, 2006. **DVD**, 16 min.

Montessori teacher trainer Nimal Vaz, landscape architect Robin Moore, and theologian-philosopher Thomas Berry show how the naturalized schoolyard brings the child into contact with the natural world and the universe. Filmed at the Montessori Center School in Phoenix, Arizona, the video introduces teachers and parents to the necessity of outdoor learning environments for preschool and elementary classrooms.

DISCOVERING THE REAL SPIRITUAL CHILD. By Sofia Cavalletti and Silvana Montanaro. Burton, OH: North American Montessori Teachers' Association, 2000. **DVD**, 75 min.

Sofia Cavalletti and Silvana Montanaro share their experience and theory about the spiritual development of children. Their presentations were delivered at the NAMTA conference titled *The Spiritual Development of the Child*, March 11-13, 1999, in a teleconference from Rome to Dallas, Texas.

MONTESSORI IN ACTION: LEARNING FOR LIFE. London, Eng: Children's House, Ltd, 1998?. VHS, 46 min.

An introduction to Montessori history and principles of early education. Examples of Montessori teaching methods are demonstrated through short episodes of children's activity from various sites in England and around the world.

NURTURING THE SPIRIT. By Nimal Vaz. Burton, OH: North American Montessori Teachers' Association, 2006. **DVD**, 12 min.

Teacher trainer Nimal Vaz suggests more outdoor experiences for three- to six-year-olds, continuing from *The Child in Nature* (above). The principle is the same: There is no separation between the indoors and outdoors. The variety of work, the harvest, the ongoing integration of Montessori materials—sensorial, biology, practical life, and language—add a balance of freedom and discipline to the child's three-hour work day and the life of the child in the outdoors.

WHAT IS MONTESSORI PRESCHOOL? David Kahn. Cleveland, OH: North American Montessori Teachers' Association, 1997. VHS or **DVD**, 11 min. + guide.

An introduction to the philosophy, psychology, and methodology of Montessori education for the preschool child.

REGGIO EMILIA

AN AMUSEMENT PARK FOR BIRDS: A LONG TERM PROJECT CONDUCTED AT LA VILLETTA SCHOOL, THE CITY OF REGGIO EMILIA, ITALY. Amherst, MA: Performanetics Press, 1994. VHS, 88 min.

A behind-the-scenes look at a long-term project in which young children at La Villetta School, Reggio Emilia, Italy, designed and built an outdoor amusement park for the birds in their playground. Includes extensive video documentation of the teaching process in the Reggio Emilia pre-primary schools.

BAMBINI: EARLY CARE AND EDUCATION IN PISTOIA, ITALY: A CHILD-FRIENDLY CITY. Carolyn P. Edwards. New York: Teachers College, Columbia University, 2003. VHS, 30 min. + viewer's guide + book *Bambini* (237 p.)

Uses the voices of parents, teachers, and administrators to go inside two inclusive infant-toddler centers; some preschool laboratories focusing on storytelling, oral literature, and the visual arts; a teacher workshop; and a preschool center that emphasizes books, imagination, and emerging literacy. All the centers for children under age six have continuity of care over two or more years, close relationships with families, and strong professional development for teachers. Shows physical environments, teachers' ideas about working with children across a range of abilities, and use of materials and community resources.

INNOVATIONS IN DETROIT HEAD START INSPIRED BY THE REGGIO EMILIA APPROACH. Detroit, MI: Wayne State University, 1996. VHS, 17 min.

Head Start teachers, children, parents, and university faculty share their thoughts on the positive changes the Reggio Emilia approach has made in Detroit Head Start programs.

JED DRAWS HIS BICYCLE: A CASE OF DRAWING TO LEARN. By George E. Forman. Amherst, MA: Performanetics Press, 1996. VHS, 12 min. + booklet.

How children can reflect on their own thinking and learn to ask themselves better questions through the process of drawing is clearly documented in this short but detailed video of a seven-year-old boy who is asked to use drawing as a way to find out how his bicycle works. A booklet supplements the video and presents detailed notes on Jed's work. Based on the Reggio Emilia approach to early education.

THE LONG JUMP: A VIDEO SLIDE PRESENTATION. Amherst, MA: Performanetics Press, 1992. VHS, 115 min. + script.

Off-camera commentary describes the educational importance of each activity of a six-week project as children plan, advertise, and run an Olympic-style athletic event for four to six year olds at a Reggio Emilia pre-primary school. Emphasis is placed on the role of symbol making and the children's own knowledge.

A MESSAGE FROM LORIS MALAGUZZI: AS INTERVIEWED BY LELLA GANDINI, LA VILLETTA SCHOOL, REGGIO EMILIA, APRIL, 1992. Amherst, MA: Performanetics, 1994. VHS, 64 min. + transcript.

This memorial video celebrates the work of Loris Malaguzzi, founder of the Reggio Emilia Municipal Infant-Toddler Centers and Preschools in Reggio Emilia, Italy. In the tape, his colleague, Lella Gandini, asks him questions and translates his abstract, theoretical answers from the Italian.

NOT JUST ANYPLACE. Reggio Emilia, Italy: Reggio Children, 2002. VHS, 72 min.

This film tells the story of a community, the city of Reggio Emilia, that has invested in the future by developing a deep and widespread culture of childhood. A complex story, long and adventurous, involving thousands of protagonists, is here recounted only in its most salient points. This film is an homage to those who, in the present as well as the past, have made this story possible: children, parents, teachers, pedagogistas, and administrators.

OPEN WINDOW. Produced by the Municipality of Reggio Emilia, Department of Education, Infant-Toddler Centers and Preschools. Reggio Emilia, Italy: Reggio Children, 1994. 36 slides + guide.

These slides show what beautiful, fascinating places the Reggio Emilia preprimary schools and infant-toddler centers are. Includes floor plan of one school and statement by Loris Malaguzzi on "The right to the environment." (Slides are not loaned in a carousel.)

TAKE TIME TO SEE THROUGH THE CHILDREN'S EYES. By Ann Pelo. Seattle, WA: Harvest Resources, 2007. CD-ROM.

Preschool children explore the life cycle of leaves over the course of a year using the Reggio Emilia approach. A child's question about why leaves change color launches a small group of children into the intellectually engaging work of theory-making, perspective-taking, investigating, and collaboration. A companion to the book **The Language of Art** by Ann Pelo and the video **To See Takes Time**.

TO MAKE A PORTRAIT OF A LION. Reggio Emilia, Italy: Centro Audiovisivi del Comune de Reggio Emilia, no date. VHS, 32 min. (Picture quality is poor in parts of this tape.)

The children of one Reggio Emilia school decide they want to create portraits of the lion statue in the market square of their town. This leads to an extended project of thinking about and representing lions in many different ways, and lets us see the Reggio Emilia model in action.

TO SEE TAKES TIME: GROWING CURRICULUM FROM CHILDREN'S THEORIES. Ann Pelo. Seattle, WA: Harvest Resources, 2004. VHS or DVD, 27 min. + guide.

Describes how teachers at Hilltop Children's Center grow curriculum from children's theories. Shows how teachers interpret the "Reggio approach" using study, experimentation and dialog to develop a set of principles to help them co-construct curriculum with children and their families.

THEORIES OF EARLY LEARNING

DEVELOPMENTAL THEORIES AND PROGRAMMING FOR INFANTS AND TODDLERS. By Judy Herr and Candy Arthur of UW-Stout. Madison, WI: CCIC, 1986. VHS, 80 min.

This is a tape of a presentation at a conference in Madison, sponsored by the Department of Health and Social Services. Herr summarizes the approaches to child development of four key theorists: Freud, Piaget, Skinner, and Gesell. Arthur ties these theories to practical considerations for planning infant and toddler programs.

OPTIMIZING INTELLIGENCES: THINKING, EMOTION & CREATIVITY. Port Chester, NY: National Professional Resources, 1998. VHS, 40 min.

Leading theorists and researchers discuss learning, intelligence and happiness. Howard Gardner explains multiple intelligences; Daniel Goleman discusses emotional intelligence; and Mihaly Csikszentmihalyi talks about flow. Their views on human development have implications for schools, mental health facilities, and the work place.

PIAGET'S DEVELOPMENTAL THEORY: AN OVERVIEW. By David Elkind. Davis, CA: Davidson Films, no date. VHS, 27 min.

An overview of Jean Piaget's developmental theory, explained by Dr. David Elkind and by Piaget himself and illustrated by Elkind's interviews with children of various ages. Can serve as an introduction to Piaget's work or as a review of it.

PLAY: A VYGOTSKIAN APPROACH. Davis, CA: Davidson Films, 1996. VHS or **DVD**, 26 min.

Presents Lev Vygotsky's early childhood learning theories and demonstrates them in a classroom. Examines play and how it benefits cognitive and social skills and fulfills emotional needs.

THE ROLE OF THE TEACHER IN A CONSTRUCTIVIST CLASSROOM. Columbia, MO: Project Construct National Center, University of Missouri-Columbia, 1995. VHS, 40 min.

Constructivism is the theoretical view that learners construct knowledge through interaction with the physical and social environments. This video illustrates ways to translate constructivist theory into educational practice and shows examples from constructivist kindergarten and elementary classrooms.

THEORIES OF DEVELOPMENT. (The Developing Child, Module 2.) Barrington, IL: Magna Systems, Inc., 1997. VHS or **DVD**, 28 min. + workbook.

Explains cognitive, psychosexual, psychosocial, maturationist, behaviorist, social learning, and sociocultural theories of development. Explains the concept of the "whole child" and shows how theories tend to focus on one part only and to contradict one another. Examines the work of Piaget, Freud, Erikson, Gesell, Skinner, and Vygotsky, and shows how each theory has something to contribute to our understanding of children.

USING WHAT WE KNOW: APPLYING PIAGET'S DEVELOPMENTAL THEORY IN PRIMARY CLASSROOMS. By David Elkind. Davis, CA: Davidson Films, 1991. VHS, 36 min.

David Elkind applies developmental, constructivist theory to primary education by showing three teachers working with their classes: Linda Wiezorek's multi-aged group performs their operetta about Humphrey, the whale; Margie Wong's multicultural class makes number stories; and Jeannette Amidon teaches phonics to her class.